



Iowa Department of Education



School Year: 2008-2009 <input type="button" value="Go"/>	Form: 96 Print Summary All <input type="button" value="Go"/> <input type="button" value="Exit"/>
Form Must Be Completed By: Both Public and Non-Public	
District: 1095 School: 0000 Name: Central Lyon Comm School District	

Division of PK-12 Education

Annual Progress Report (APR)

Minimum Requirements

Due Date: September 15

Print Summary All, Public

Chapter 12 Improvement Goals Reading	
281--IAC 12.8(3)(b) PUBLIC The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement. <ul style="list-style-type: none"> • Annual improvement goals must be measurable. • Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement. 	
Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	Goal 1: All K-12 students will be proficient in reading comprehension. (LRG1, MCGF3, EIG1) The following indicators will measure district progress with Goal 1: 1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 4 and 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup. 1b. Percentage of students in grades 1-3 who are independent readers at grade level as measured by the Basic Reading Inventory (BRI) 1c. Percentage of students who score at the proficient level or above on the locally developed multiple assessments in grades 3, 6, and 11.
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	The reading goal for Central Lyon in 2008-2009 will be to reduce the percentage of the free and reduced population in eighth (8th) grade from the nonproficient category. This group scored 58.4% in the nonproficient category in their 2007-2008 ITBS tests.
Were the Annual Goals Met?	YES
Supporting Data to demonstrate	Central Lyon met its annual reading goal by decreasing the percentage of free and reduced 8th grade students in the nonproficient group from 58.4% to 40% in the nonproficient category.

that the district has or has not met its goal:	
<p>If the District Did Not Meet its Goal 281--IAC 12.8(3) (b)(4)</p> <p>The plan to meet future goals includes the following:</p>	(Not Required)
<p>2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3) (b)(4)</p>	<p>The reading goal for Central Lyon in 2009-2010 will be to reduce the percentage of the free and reduced population in eighth (8th) grade from the nonproficient category. This group scored 40% in the nonproficient category in their 2008-2009 ITBS tests.</p>

Chapter 12 Improvement Goals Math	
281--IAC 12.8(3)(b)	
PUBLIC	
The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.	
<ul style="list-style-type: none"> • Annual improvement goals must be measurable. • Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement. 	
Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	<p>Goal 2: All students will be proficient in mathematics.. (LRG2, MCGF3)</p> <p>.</p> <p>The following indicators will measure district progress with Goal 2:</p> <p style="padding-left: 40px;">2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 4 and 8 and the ITED Mathematics Total Test in grade 11, including data disaggregated by subgroup.</p> <p style="padding-left: 40px;">2b. Percentage of students in grades 4, 8, and 10 who achieve at the proficient level or above on the district developed secondary assessment.</p>
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	The Central Lyon math goal for 2008-2009 is to decrease the percentage of nonproficient eighth (8th) grade students who receive free and reduced lunch. In 2007-2008 53.3% of free and reduced eighth grade students were found to be nonproficient.
Were the Annual Goals Met?	YES
Supporting Data to demonstrate that the district has or has not met its goal:	Central Lyon met its annual math goal by decreasing the percentage of nonproficient 8th grade students who receive free or reduced lunch from 53.3% to 20% for 2008-2009.
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4)	(Not Required)
The plan to meet future goals includes the following:	
2009-2010 Next School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	The Central Lyon math goal for 2009-2010 is to decrease the percentage of nonproficient eighth (8th) grade students who receive free and reduced lunch. In 2008-2009 20% of free and reduced eighth grade students were found to be nonproficient in math.

Chapter 12 Improvement Goals Science	
281--IAC 12.8(3)(b)	
PUBLIC	
The board, with input from its School Improvement Advisory Committee (SIAC), shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both. Annual improvement goals may be set for the early intervention programs as described in subrule 12.5(18), other state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.	
<ul style="list-style-type: none"> • Annual improvement goals must be measurable. • Annual improvement goals must address improvement of student learning, not maintaining of current levels of achievement. 	
<ul style="list-style-type: none"> ✦ Grade 8 is served. ✦ Grade 11 is served. Neither Grade 8 or Grade 11 is served.	SCIENCE ONLY: At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district are not required to have science goals or report science goal progress for the grade level or levels served by another district. The rest of this form IS required, and will appear below, if EITHER GRADE 8 AND/OR GRADE 11 IS SERVED. See selection at left for latest status according to IDoE data.
Long-Range Goals from CSIP: 281--IAC 12.8(3)(b)(3)	Goal 3: All students will be proficient in science. (LRG3,AMN3,MCGF3) . The following indicators will measure district progress with Goal 3: 3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup. 3b. Percentage of students in grade 10 who achieve at the proficient level on the district developed science assessment.
2008-2009 Current School Year Annual Goals: 281--IAC 12.8(3)(b)(4)	The science goal for Central Lyon in 2008-2009 is to reduce the percentage of 11th grade free and reduced lunch students in the nonproficient group. In 2007-2008 28.6% of 11th grade students in the free and reduced lunch program were in the nonproficient group in science as tested by ITBS.
Were the Annual Goals Met?	YES
Supporting Data to demonstrate that the district has or has not met its goal:	Central Lyon met its annual science goal by decreasing the percentage of 11th grade free or reduced lunch students in the nonproficient group from 28.6% to 6.7% nonproficient in 2008-2009.
If the District Did Not Meet its Goal 281--IAC 12.8(3)(b)(4) The plan to meet future goals includes the following:	(Not Required)
2009-2010 Next School Year Annual	For 2009-2010, Central Lyon will decrease the percentage of 11th grade students in science in the nonproficient group which is 23.3% for 2008-2009.

Goals: 281--IAC 12.8(3) (b)(4)	
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Chapter 12 Alternative Assessment - Reading**281--IAC 12.8(3)(a)(1)****PUBLIC**

Complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES ITBS and/or the ITED **are the only** tests used to measure progress toward annual improvement goals in Reading .

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Reading

Chapter 12 Alternative Assessment - Math**281--IAC 12.8(3)(a)(1)****PUBLIC**

Only NON-PUBLICS complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES ITBS and/or the ITED **are the only** tests used to measure progress toward annual improvement goals in Math .

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Math

Chapter 12 Alternative Assessment - Science**281--IAC 12.8(3)(a)(1)****PUBLIC**

Only NON-PUBLICS complete this section if alternative assessment data were used to measure progress toward annual improvement goals for reading, mathematics, and science.

YES ITBS and/or the ITED **are the only** tests used to measure progress toward annual improvement goals in Science .

The rest of this form will not display if YES is selected due to using only the ITBS and/or the ITED for measuring progress toward annual improvement goals.

If NO is selected, due to using Alternative Assessment(s), the following items will be displayed further below:

- Grade level(s) for which the annual improvement goal(s) has been established.
- The alternative district-wide assessments that were used to measure progress toward the annual improvement goals and the grade levels for which the goals were established.

Not currently using Alternative Assessment for Science

Chapter 12 Multiple Assessments	
Assessment Selections 281--IAC 12.8(3)(b)(5)	
PUBLIC	
<ul style="list-style-type: none"> All districts must report reading and mathematics multiple assessment data, the multiple assessment must include one reading assessment at any grade level and one math assessment at any grade level served by a district. Districts are only required to report science multiple assessment data if they serve students in grades 8 and/or 11. The assessment can be at any grade level served by the district. Whole grade sharing districts only report data within grade levels served by the district. 	
View Complete Assessments List	List of All Available Assessments

Reading	
Assessment Used:	Locally Developed Assess (195)
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	(No Other Assessment Data)
Explanation -- How did the students do on this test?	On the locally developed Reading Comprehension test and Writing test given to all juniors in 2008-2009, 56 of 64 students scored at a proficiency level of 70% or above. This translates to an 87.65 proficiency percentage.

Math	
Assessment Used:	Locally Developed Assess (195)
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	(No Other Assessment Data)
Explanation -- How did the students do on this test?	On the locally developed math second assessment given to juniors, 67% (43 out of 64) were proficient because they scored 63% or higher on the exam.

Science	
Assessment Used:	Locally Developed Assess (195)
Other Assessment: Name/description/comment about the other assessment, or N/A if whole grade sharing.	(No Other Assessment Data)
Explanation -- How did the students do on this test?	At Central Lyon, the second science assessment is given to sophomores near the end of the year. For 2008-2009, 30 of 41 or 73% of sophomores scored in the proficient range of 63% or better.

Chapter 12 Post-Secondary Data	
Measure of Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)	
Percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.	
List assessment used and cut score:	Central Lyon utilizes the scores from the ACT exam as the probable success indicator assessment. A score of 20 is the cut score.
<p>This measure is the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution.</p> <p>If available, ACT data will be automatically provided. These data are from the last available Spring B.E.D.S.</p>	<p>45 Total number of students achieving a score or status on a measure indicating probable post-secondary success. If the measure used is the ACT, the cut score for probable post-secondary success is 20. (Number of students who took the ACT test with probable post-secondary success: 45. Iowa Testing information from Project EASIER BEDS table.)</p>
	<p>50 Total number of students who took the test. (Number of students who took the ACT test: 50. Iowa Testing information from Project EASIER BEDS table.)</p>
	<p>90.00% Total percentage of students achieving a score or status on a measure indicating probable post-secondary success. The percentage is the number of students who took the ACT and scored 20 or higher, divided by the number of students who took the ACT.</p>
Post-Secondary Education/Training Intentions 281--IAC 12.8(3)(a)(5)	
<p>All high school seniors who intend to pursue post-secondary education or training.</p> <p>PUBLIC These data are from the last available Spring B.E.D.S.</p>	<p>39 Total number of seniors who intend to pursue post-secondary education/training. (Number of seniors who declared post-secondary education intentions: 39. Data from Project EASIER BEDS table.)</p>
	<p>51 Total number of seniors who have graduated. (Number of seniors: 52. Data from Project EASIER BEDS table.)</p>
	<p>76.47% Total percentage of seniors intending to pursue post-secondary education/training. The percentage is the number of seniors who intend to pursue post-secondary education/training, divided by the number of seniors.</p>
Core Program Completers 281--IAC 12.8(3)(a)(7)	
<p>All high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies.</p>	<p>39 Total number of high school graduates who completed a core program.</p>
	<p>51 Total number of high school graduates.</p>
	<p>76.47% Total percentage of high school graduates who completed a core program. Percent arrived at by dividing the number of graduates who completed a core program by the total number of graduates.</p>

Chapter 12 Post-Secondary Dropout Data

Dropout Data 281--IAC 12.8(3)(a)(4)

Dropout means a school-age student who is served by a public school district, or accredited nonpublic school, and enrolled in any of grades seven through twelve and who does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option to return.

IMPORTANT Dropout data lags by one school year for the purpose of the APR summary to be viewed by the general public. On this form, the dropout data are from the prior school year (2007-2008), while the APR itself is in the current school year (2008-2009).

Dropout Definitions

Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before) and
3. Has not graduated from high school or completed a state or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
 - a. transfer to another public school district, private school, or state or district-approved educational program,
 - b. temporary school-recognized absence due to suspension or illness,
 - c. or death.
5. A student who is in a program designed to earn a GED is considered a dropout.

All Dropouts 2007-2008	<p>1 Total number of All Dropouts, grades 7-12.</p> <p>310 Total number of All Students, grades 7-12.</p> <p>0.32% Total percentage of All Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
DROPOUT SUBGROUPS	
Female 2007-2008	<p>0 Total number of Female Dropouts, grades 7-12.</p> <p>151 Total number of Female Students, grades 7-12.</p> <p>0.00% Total percentage of Female Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Male 2007-2008	<p>1 Total number of Male Dropouts, grades 7-12.</p> <p>159 Total number of Male Students, grades 7-12.</p> <p>0.63% Total percentage of Male Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
White (not of Hispanic origin) 2007-2008	<p>1 Total number of White (not of Hispanic origin) Dropouts, grades 7-12.</p> <p>302 Total number of White (not of Hispanic origin) Students, grades 7-12.</p> <p>0.33% Total percentage of White (not of Hispanic origin) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Black (not of Hispanic origin) 2007-2008	<p>0 Total number of Black (not of Hispanic origin) Dropouts, grades 7-12.</p> <p>0 Total number of Black (not of Hispanic origin) Students, grades 7-12.</p> <p>0.00% Total percentage of Black (not of Hispanic origin) Dropouts, grades 7-12.</p>

	Percent arrived at by dividing the number of Dropouts by the total number of Students.
Hispanic 2007-2008	<p>0 Total number of Hispanic Dropouts, grades 7-12.</p> <p>5 Total number of Hispanic Students, grades 7-12.</p> <p>0.00% Total percentage of Hispanic Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
American Indian or Alaskan Native 2007-2008	<p>0 Total number of American Indian or Alaskan Native Dropouts, grades 7-12.</p> <p>3 Total number of American Indian or Alaskan Native Students, grades 7-12.</p> <p>0.00% Total percentage of American Indian or Alaskan Native Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Asian or Pacific Islander 2007-2008	<p>0 Total number of Asian or Pacific Islander Dropouts, grades 7-12.</p> <p>0 Total number of Asian or Pacific Islander Students, grades 7-12.</p> <p>0.00% Total percentage of Asian or Pacific Islander Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
Disabled/IEP 2007-2008	<p>0 Total number of Disabled/IEP Dropouts, grades 7-12.</p> <p>36 Total number of Disabled/IEP Students, grades 7-12.</p> <p>0.00% Total percentage of Disabled/IEP Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>
English Language Learners (ELL) 2007-2008	<p>0 Total number of English Language Learners (ELL) Dropouts, grades 7-12.</p> <p>0 Total number of English Language Learners (ELL) Students, grades 7-12.</p> <p>0.00% Total percentage of English Language Learners (ELL) Dropouts, grades 7-12. Percent arrived at by dividing the number of Dropouts by the total number of Students.</p>

Additional State Requirements	
Other Locally Determined Indicators 281--IAC 12.8(3)	
<p>These are additional indicators that impact student learning as determined by the local school or school district. N/A does not apply—every school district must report at least one additional locally determined indicator.</p>	<p>At Central Lyon, the additional early intervention indicator is a locally developed 3rd grade criterion based reading test.</p> <p>In 2006-2007, 93% of the third graders scored 75% or better on the test. In total, 40 out of 42 students scored better than 75% on the exam.</p> <p>In 2007-2008, 95% of third grade students scored 75% or better on the test. In total, 39 of 41 students scored 75% or better on the exam.</p>
Progress with Early Intervention Goals 281--IAC 12.8(3)(a)(8)	
<p>Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3.</p> <p>Early intervention goal(s) might also be class size reduction goals.</p>	
<p>Did the school districts accept Early Intervention funding?</p>	<p>YES</p>
<p>All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals.</p>	<p>K-4 Early Intervention Goal: Increase the number of 4th grade students on the high performance category in reading.</p> <p>Results: In 2004-2005, 26.6% of Central Lyon 4th grade students were in the high achievement level. In 2005-2006, 35.7% of Central Lyon 4th grader students were in the high achievement level for an increase of 9 percentage points.</p> <p>The Early Intervention goal for 2006-2007 is to decrease the number of 4th grade "free and reduced" students in the non-proficient category. In 2005-2006, 37.5% of 4th grade students were in the non-proficient category.</p> <p>In 2006-2007 3.7% of 4th grade students were in the nonproficient category.</p> <p>In 2007-2008 2.4% of 4th grade students were in the nonproficient category.</p>

Athletic Eligibility Report for the Iowa State Board of Education

Assistance for Student Athletes

Check any of the following assistance mechanisms that your district provides for student athletes in grades 9-12.

- Classroom teacher interventions
- Coach interventions
- Study hall/study table
- Tutors
- Parent involvement
- Classroom interventions
- Problem solving team
- Before/after school help
- Counseling services
- At-risk program
- Progress reports

Other

Describe any other student athletic eligibility standards or assistance mechanisms for your school district.

In order to participate in co-curricular activities at Central Lyon High School, a student must meet the following academic requirements.

Academic Rule: To be eligible to participate in co-curricular activities, a student must pass all of his/her regular academic courses.

Quarter Failure: 4 weeks ineligibility period, Semester Failure: 4 weeks ineligibility period

May Term Failure: 2 weeks ineligibility period.

1. The ineligibility period will begin at the start of the next quarter, or May Term. If ineligibility carries over to the next school year; the ineligibility period will begin at the start of the next quarter of the student/athlete's co-curricular season.
2. All students who are declared ineligible due to grades may request a hearing with the appeals board. The board may grant an exception to the eligibility requirements due to student illness, family problems, improper placement, or other extenuating circumstances.
3. A student may practice during the ineligibility period at the coach's discretion with the understanding that after school help may cause the student to be late for practice.
4. A student who has a failing grade for May Term will be ineligible for two weeks of school-sponsored events. If the student does not participate in school-sponsored events throughout the summer, the ineligibility period will begin at the start of the student/athlete's co-curricular season, and he/she will miss a minimum of one event. No other summer activities qualify to regain eligibility.

A student who fails a fourth quarter class will be ineligible during May Term. If the student does not participate in school-sponsored events throughout the summer, the ineligibility period will begin at the start of the student/athlete's co-curricular season and he/she will miss a minimum of two events.

Reference: Central Lyon Board Policy Code 504.6

Assurances	
Assurances -- Public ONLY	
YES	The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.
YES	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
YES	The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
YES	The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
NO	The district has students that are English Language Learners (ELL).
YES	The district has adopted English Language Proficiency (ELP) standards for ELL students.
Assurances -- Public and Non-Public	
YES	All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community: (No Data Record)

District Information	
Authorized Agency	Central Lyon Comm School District 1105 S Story Rock Rapids, Iowa 51246 AEA: AEA 12 Northwest (<i>district filed under aea control code 9212</i>)
Primary APR Contact	Name:* David Ackerman Title:* Superintendent Telephone:* 712 - 472 - 2664 Extension: FAX:* 712 - 472 - 3543 Email:* <small>Click, below, to email contact:</small> dacker@central-lyon.k12.ia.us